



# Connecticut's

## State Performance Plan (SPP)/Annual Performance Report (APR)

The SPP/APR is a six year plan that evaluates a state's efforts to implement the requirements of the Individuals with Disabilities Education Act (IDEA) and improve outcomes for students receiving special education and related services.



### Key Elements

- 17 indicators target IDEA compliance & results for students with disabilities
- Each indicator has annual targets for expected performance
- Result indicator targets are set by the State with stakeholder input
- Compliance indicator targets are set by the Office of Special Education Programs (OSEP) at 0% or 100%.

The Office of Special Education Programs (OSEP) determines if CT meets IDEA Requirements.

#### Compliance Indicators:

- Suspension/ Expulsion
- Disproportionate Representation
- Disproportionate Representation in Specific Disability Categories
- Child Find
- Early Childhood Transition
- Secondary Transition



#### Results Indicators:

- Graduation
- Drop Out
- Assessment
- Educational Environments (School Age)
- Preschool Environments
- Preschool Outcomes
- Parent Involvement
- Post-School Outcomes
- Resolution Sessions
- Mediation
- State Systemic Improvement Plan (SSIP)

## Stakeholder Engagement

OSEP requires states to elicit broad stakeholder input across various SPP/APR components such as the following:

1. Setting targets
2. Analyzing data options
3. Developing improvement strategies
4. Evaluating progress



All stakeholders, including diverse parent groups, are needed to develop rigorous yet achievable targets.

